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THIS REPORT CONCERNS THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION'S CONFERENCE ON TELEVISION IN SOCIAL WORK EDUCATION. THE CONFERENCE WAS CONDUCTED TO ASSESS TELEVISION MATERIALS NOW BEING USED IN SCHOOLS OF SOCIAL WORK AND IN THE AREAS OF THE HEALTH AND SOCIAL SCIENCES. THE REPORT HAS 4 SECTIONS, (1) A DISCUSSION OF THE CENTER'S INTEREST IN TELEVISION MATERIALS FOR SOCIAL WORK EDUCATION AT THE UNDERGRADUATE, GRADUATE, AND PROFESSIONAL LEVELS, (2) A REPORT ON MATERIALS ASSESSED AT THE CONFERENCE, (3) A SUMMARY OF THE DISCUSSION AMONG THE 7 PARTICIPATING SOCIAL WORK AUTHORITIES, AND (4) AN APPENDIX CONTAINING 2 ARTICLES REPRINTED FROM THE SOCIAL WORK EDUCATION REPORTER. (MS)

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Television in higher education:

SOCIAL WORK EDUCATION

NSCT NEWS Supplement Number 3

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Television in higher education:

SOCIAL WORK EDUCATION

A special report from

The National Center for School and College Television
Box A
Bloomington, Indiana 47401

NSCT **NEWS Supplement Number 3**

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"To be examined was not merely a single course, taught by television, but an entire professional curriculum, and, beyond that, the rapidly expanding needs of undergraduate social welfare courses and pre and subprofessional training."

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"The conference identified three major areas of need:

. . . The need for a continuing search for, evaluation of, and distribution of valuable televised materials that already exist.

. . . The need to establish consultative services, available to schools of social work and to other institutions concerned with social welfare.

. . . The need to realize the benefits that television materials offer for a concerted attack upon one or more pressing problems in social work education."

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THIS REPORT concerns the National Center for School and College Television's conference on television in social work education. The conference was conducted to assess television materials now being used in schools of social work and in the areas of the health and social sciences. The report is divided into four sections:

- PART I is a discussion of the National Center's interest in television materials for social work education at the undergraduate, graduate, and professional education levels.

- PART II is a report on the kinds of materials assessed at the conference and on reaction from the social work community regarding willingness to make use of recordings produced by others.

- PART III is an overview of the discussion among the seven social work authorities who participated in the conference.

- PART IV is an appendix containing two articles reprinted from the Social Work Education Reporter.

PART I

The Need

The National Center for School and College Television has long recognized the need to stimulate and facilitate a continuing flow of television materials of the highest quality for use in undergraduate, graduate, and professional education.

The spectrum of challenges and opportunities is broad, and the means to meet them is likely to be equally varied. In some subject matter areas, the National Center expects to find itself, with the aid of national professional organizations, identifying and acquiring the best available course material in the country. In different circumstances, the National Center will play a catalytic role in bringing together all parties at interest to stimulate the creation of new television recordings of national utility. In other cases, the National Center will find itself a partner in efforts to stimulate the creation of materials which do not now exist.

As is true in other areas of higher education, there continues to be an accelerated growth in the use of televised materials in social work education, less for direct teaching, than for television's unique ability to capture the reality of social situations. At a growing number of schools of social work, television brings the interview with the alcoholic, the family counseling session, and the play of youngsters at a child guidance center to the classroom for analysis and discussion.

While there is increasing development of such materials for local use, national needs are growing at an exponential rate.

The expansion of public and private programs in social welfare is placing unprecedented demands upon the social work profession. By 1970, for example, the professional staff requirements in public

assistance and child welfare—just one phase of health and welfare—will reach an estimated 44,500: more social workers than all the present schools of social work can graduate at their present capacity in a decade.

Pivotal to the need for increasing the utility of existing television materials in social work education is the lack of coordinated information and the difficulties in securing recordings directly from their producers. It was because of NCSCT's experience in resolving such questions that the Council on Social Work Education turned to it for assistance.

To be examined was not merely a single course, taught by television, but an entire professional curriculum, and, beyond that, the rapidly expanding needs of undergraduate social welfare courses and pre and subprofessional training. As it was apparent that the effects of such cooperation would be felt beyond the walls of America's graduate schools of social work, it was likewise apparent that the search for materials should range across the broad spectrum of the health and social sciences.

Thus, the National Center and the Council on Social Work Education conducted an assessment of recorded television materials from schools of social work and from other sources. The three-fold purpose of the assessment was to gain insight into the current status of television in social work education, to evaluate the potential contributions which televised materials might make in learning for social welfare, and, of greatest importance, to help set out guidelines for the development of future plans.

As the National Center serves all institutions concerned with the use of television in education, the Council is the sole organization in the United States which serves every social agency, voluntary as well as governmental. The Council's constituent members include all the accredited schools of social work in the United States and Canada, colleges and universities providing programs with social welfare content, national agencies employing social workers, and the National Association of Social Workers.

The first results of this assessment conference are reported in detail in this special supplement. Agreement upon the utility of televised materials for social work education was unanimous. The ideas generated in the discussions that followed the viewing sessions are expected to provide the bases for further planning and for long-range results which will demonstrate the ways in which television resources may be marshalled in a frontal attack on the broad and pressing problems facing social work education.

PART II

Television in Social Work Education

To uncover, as fully as possible, all of the televised materials in use in the schools of social work in North America, a questionnaire was submitted to the dean of each accredited school of social work. One of the primary uses of the questionnaire in preconference planning was to reveal previously unknown television projects. It was apparent that to limit the screenings only to the best known and most widely publicized materials would be to miss an important opportunity to expand the horizons of even the most knowledgeable persons in the

field, and to explore more fully the potentials which television might offer in social work education.

All of the schools of social work which have been among the foremost users of television were represented in some depth. Among the related areas from which recordings were drawn were medical and paramedical institutions, schools of education, community health and welfare organizations, state welfare agencies, and noncommercial television production centers, stations, and networks. The search for such materials could not be exhaustive, nor the selection definitive. Recordings from without the field of social work were included primarily to probe the concept that there exists a body of television materials which would find both interest and utility in social work education if it were known to social work experts and were readily available for social work education purposes.

In all, 80 tapes and kinescopes (30 from schools of social work and 50 from other sources) were made available for the participants' consideration; the selection of materials to be assessed was left to the combined judgement of the social work professionals.

The purpose of the screening was not to make evaluations of particular programs or series, but to judge the general level of effectiveness and utility of current materials as a basis for determining future directions.

The deans of 65 accredited schools of social work in the United States and Canada responded to the preconference survey conducted by the Council on Social Work Education. All institutions were asked for information about the availability of television facilities on their campuses, their past and present use of television materials in social work education, and, perhaps most important in assaying the potentials for the interinstitutional exchange of televised materials, specific details regarding whether or not they would be interested in taking part in such an exchange.

The potential utility of videotape recorded materials is directly proportional to the number of institutions which have, or expect to have, the machinery necessary to employ them. Seventy-one percent of the schools of social work which responded to the survey indicated that instructional television is available on their campuses, or is planned within the next two years. The extent to which videotape recording and playback has become an integral part of instructional television in higher education is attested to by the fact that 87 percent of those schools which have television facilities also have videotape recording capability.

The use of videotape recorded materials in social work education is still relatively limited (17 percent of the institutions replying indicated they have used materials produced by themselves or others), but appears to be growing (25 percent indicated that they plan to use videotape materials during the 1967-68 academic year). Perhaps more significantly, those replying that they plan to utilize taped materials represent 40 percent of the schools of social work which currently have the equipment necessary to do so.

The wide availability of the technical resources to use recorded television materials and increasing interest in the use of television in social work education are only two prerequisites to the interinstitutional exchange of televised materials. Of equal or greater importance is the climate of opinion in which such interchange is welcome. To assess possible lines of future action is always difficult, and especially so when such questions must be posed in the abstract, without a specific "product" or "sample" which can be demonstrated. There is apparent danger in predicting success for a new product or idea, even after "test marketing."

Nonetheless, the responses of the deans of 65 schools of social work encourage the notion that the discipline is not hostile to the idea of shared instructional television resources.

Half of those responding (33) indicate they would be willing to make available television materials produced at their schools. Only nine (a little less than 14 percent) think they would be unwilling or unable to share materials which they might produce. The remaining respondents, 64 percent of the total, found themselves unable to answer the question in the absence of specific details of such exchange. None of those institutions which *have produced* tapes indicated firm objection to making them available to others.

The obverse to the question of making tapes available is the willingness of institutions to make use of recordings produced by others. Strong positive response to the idea is indicated by the fact that 55 of the 65 schools replying answered that they would be interested in using materials from other schools. Five negative responses came from schools which do not have television facilities and could not use such materials if they were available. Five institutions, four of which have no television facilities, failed to answer the question.

In order to establish some guidelines concerning what kinds of materials would find widest use in the nation's schools of social work, each dean was asked to indicate if his school is "very interested," "somewhat interested," or might "perhaps" be interested in various types of television materials to serve curricular areas. Failure to re-

spond in any category was interpreted as lack of interest in that area. The curricular areas suggested, and the degree of interest expressed, are tabulated below. All of the figures are based upon an "N" of 65, all respondents to the survey, including those ten institutions which expressed no interest in the exchange of materials. Retabulation of the figures in terms of the 55 "willing" institutions would result in positive shifts in the percentages of those interested.

	Very Interested	Somewhat Interested	Perhaps	No Opinion
Human Behavior and the Social Environment	31 (49%)	21 (32%)	2 (3%)	11 (16%)
Social Welfare Policy and Services	25 (39%)	23 (36%)	3 (4%)	14 (21%)
Casework	30 (47%)	17 (26%)	5 (8%)	13 (19%)
Group Work	29 (45%)	17 (26%)	5 (8%)	14 (21%)
Community Organization	28 (43%)	17 (26%)	6 (10%)	14 (21%)
Research	20 (30%)	22 (34%)	6 (10%)	17 (26%)
Administration	20 (30%)	20 (30%)	9 (15%)	16 (25%)

As to specific kinds of materials:

	Very Interested	Somewhat Interested	Perhaps	No Opinion
Recordings of Practice				
Interviews	25 (39%)	26 (40%)	2 (3%)	12 (18%)
Group Sessions	23 (36%)	29 (45%)	2 (3%)	11 (16%)
Board, Council, and similar meetings	18 (27%)	24 (38%)	5 (8%)	18 (27%)
Observation				
of adults or children with specific problems	17 (26%)	19 (29%)	2 (3%)	27 (42%)
of adults or children in specific settings	16 (25%)	18 (27%)	2 (3%)	29 (45%)

While such a survey cannot accurately define the market for television materials in social work education, and makes no attempt to gather data regarding television's potentials in undergraduate, preprofessional, subprofessional, and in-service contexts, the data gathered does provide information useful in determining where to begin, and in assigning priorities in the search for and distribution of extant materials.

PART III

An Overview

Seven authorities from the field of social work met with staff members of the National Center for School and College Television to assess the 80 samples of television material gathered for the conference. The social work authorities were able to review enough of each lesson to permit valid judgements.

The purpose of the assessment screenings was not to establish rank-order among the materials seen. Participants were invited to comment on such questions as:

. . . To what degree does the type of material presented have value for social work education?

. . . In what ways, and in what situations, might such materials be used?

. . . How would you evaluate this presentation in terms of its potential use in social work education?

. . . If this tape or film recording could be put into national distribution, would it find use in social work education?

There was unanimous agreement that there already exists a substantial quantity of televised material which could make a significant contribution to social work education. One participant commented that many of the recordings would be useful, "but you have to teach with them," that the recordings are not self-contained lessons, but valuable "source materials" upon which learning can be based.

Another participant noted that, as compared with most film, the videotapes which the group screened "had a dynamic, live, quality which brings the viewer into the interview room, guidance clinic, hospital, prison, or classroom."

The thesis that materials produced outside schools of social work could be of value in social work education was judged to be sound by the participants. Among the materials which received highly favorable comment are "Facing Death," produced by UCLA and the Medical Television Network; "Contrasting Interviews of a Child by a Psychiatrist," from the University of Michigan Children's Psychiatric Hospital; "Teaching the Slow-Learning and Brain-Injured Child," a lecture-demonstration by Noel C. Kephart, director of Purdue University's Achievement Center; and continuing professional education programs from the Department of Psychiatry, University of Mississippi Medical Center, the Department of Social Work, Medical College of Virginia, and the Nebraska Psychiatric Institute.

One value of tapes from other sources is their potential contribution toward giving students insight into social work practice in particular settings. For example, hospital and school tapes could be used to help students understand the problems of working with other disciplines and to help students not placed in these settings to understand the area and its influence on practice.

A first recommendation of the panel was that a continuing program be established in which an agency would search out tapes of potential value, submit them to the combined judgement of an editorial panel of social work experts, and make recordings judged to be of particular value—and information about them—widely available.

Regarding the growing need for, and use of, teaching materials of all kinds in social work education, Miss Marguerite V. Pohek, consultant on Teaching Methodology and Material to the Council on Social Work Education, testified that the demand for such material is "overwhelming." She confirmed preconference survey indications that a growing number of schools of social work are actively interested in producing and using videotaped materials.

A second recommendation of the conference participants was that counsel should be provided to institutions, particularly those as yet inexperienced in the use of television. Such help should not only include aid in the selection of machinery and the design of technical facilities needed to accomplish desired objectives, but in the production and use of "software": kinds of television recordings already available, kinds of materials that might be best produced by an institution, and the ways in which such television materials can be utilized with greatest effectiveness.

Identified too was a third area of concern: the yet untapped potentials which television might offer if the medium were fully mobilized in the service of social work education.

Several significant omissions—beyond the lack of any central source of information concerning useful recordings and the absence of a "central collection" from which useful materials would be readily available—were identified. No complete telecourse at the graduate professional social work level yet exists. The very nature of graduate professional education may make the preparation of one or more complete telecourses inappropriate, but several participants suggested areas in which the telecourse approach might meet important needs in social work education. One or more telecourses would be useful:

. . . to introduce social work to beginners, particularly those coming from undergraduate institutions which do not offer courses with social welfare content.

. . . to teach, as a part of staff development programs, sub-professional and untrained staff members.

. . . to orient students to field practice before field instruction is begun.

. . . to strengthen undergraduate course offerings in schools which find it hard to match the programs of larger, urban, institutions.

Also noted was the possibility that an on-campus library of recorded materials might, in some measure, provide the means for helping the poorly prepared student "fill the gaps." To minimize the need to structure such courses as "Research Methods", "Human Behavior", and "The Social Environment" at the "least common denominator" level would be to contribute to improved quality in social work education.

In all, three major areas of need were identified.

One. The need for a continuing search for, evaluation of, and distribution of valuable televised materials which already exist.

Two. The need to establish consultative services, available to schools of social work and to other institutions concerned with social welfare. Such services could be employed, not only as means of aiding users and producers of television in social work education, but also as a means of encouraging the production of new and needed materials not now available.

Three. The need to realize the benefits which television materials offer for a concerted attack upon one or more pressing problems in social work education. Such a goal might best be approached through research, development, and the design of one or more demonstration projects in which television and other instructional media would be employed and tested in a variety of social work education contexts. The maximum effectiveness available from the best of existing materials, plus whatever new recordings are required, should in these projects be brought to bear upon identified needs.

With the encouragement provided by the collective thinking of the NCSCT-CSWE Screening and Evaluation Conference, the Council and the National Center have continued their dialog with renewed vigor. Plans are now being developed to implement each of the suggestions for dealing with social work education's increasing need for highly effective televised materials.

The seven participants at the NCSCT-CSWE assessment conference are: Dr. Barbara Costigan, University of California at Los Angeles; Dr. Ursula Gerty, Fordham University; Miss Margaret E. Hoffman, Children's Bureau, Department of Health, Education and Welfare; Miss V. Marguerite Pohek, Council on Social Work Education; Dr. Mary Louise Somers, University of Chicago; Mrs. Martha Waldstein, the National Institute of Mental Health; and Professor Kathryn Weitzel, Western Reserve University.

APPENDIX

I. Instructional Television Survey: 1966

II. Social Work Television Assessment Meeting Held

APPENDIX I

(From the *Social Work Education Reporter,* December, 1966.)

Instructional Television Survey: 1966

by FRANK NORWOOD

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In May, 1966, the Council on Social Work Education, with the assistance of the National Center for School and College Television, prepared a questionnaire to discover the degree to which schools of social work in the United States and Canada are interested in and have available the facilities to use televised materials for instruction. Responses were received from the deans of sixty-five schools and were tabulated and summarized by the National Center.

Since the potential utility of videotaped materials stands in direct relationship to the number of institutions which have, or expect to have, the hardware necessary to employ them, it is significant that 71 percent of the schools indicated that instructional television is now available on their campuses or will be available within the next two years. The extent to which videotape recording as well as playback is seen as an integral part of instructional television is attested by the fact that 87 percent of those schools now having some form of television facilities also have videotape recording capability.

However, the use of videotape recorded materials in social work education is still relatively limited. Seventeen percent of the replying institutions indicate that they have used materials produced by themselves or by others but 25 percent indicate that they plan to use videotapes during the next academic year. It is perhaps more significant that those replying that they plan to use videotaped materials represent 40 percent of the schools of social work which currently have the equipment necessary to do so.

The availability of the technical resources to use recorded television materials and the increasing interest in the use of television in social work

education are only two prerequisites to the interinstitutional exchange of televised materials. Of equal or greater importance is the climate of opinion in which such interchange is welcome. To assess possible lines of future action is always difficult, especially when such questions must be posed in the abstract, without a specific "product" or "sample" which can be demonstrated. Corporate marketing managers know full well the dangers of predicting success for a new product or idea, even after "test marketing." Nonetheless, the responses of the deans of sixty-five schools of social work encourage the belief that there is interest in the idea of shared instructional television resources.

Half of those responding (33) indicate that they would be willing to make available television materials produced at their schools. Only 9 (a little less than 14 percent) believe they would be unwilling or unable to share materials which they might produce. The remaining respondents found themselves unable to answer the question in the absence of specific details of such exchange. Interestingly enough, none of the institutions which have produced videotapes indicated firm objection to making them available to others.

The obverse to the question of making tapes available is the willingness of institutions to make use of television recordings produced by others. Strong positive response to the idea is indicated by the fact that fifty-five of the sixty-five schools (85 percent) replying indicated that they would be interested in using materials from other schools. The five negative responses all came from schools which do not have television facilities and could not use such materials if they were made available. Five institutions, four of which have no television facilities, failed to answer the question.

In order to establish some guidelines concerning the kinds of materials that would find the widest use in schools of social work, each dean was asked to indicate if his school is "very interested," "somewhat interested," or might "perhaps" be interested in television materials in various curricular areas and of various types. Failure to respond in any category was interpreted as lack of interest in that area.

The curriculum areas suggested and the degrees of interest expressed are shown below:

	Very Interested	Somewhat Interested	Perhaps	No Opinion
Human Behavior and the Social Environment	31 (49%)	21 (32%)	2 (3%)	11 (16%)
Social Welfare Policy and Services	25 (39%)	23 (36%)	3 (4%)	14 (21%)
Casework	30 (47%)	17 (26%)	5 (8%)	13 (19%)
Group Work	29 (45%)	17 (26%)	5 (8%)	14 (21%)
Community Organization	28 (43%)	17 (26%)	6 (10%)	14 (21%)
Research	20 (30%)	22 (34%)	6 (10%)	17 (26%)
Administration	20 (30%)	20 (30%)	9 (15%)	16 (25%)

As to the specific kinds of materials desired, the schools expressed the following preferences:

	Very Interested	Somewhat Interested	Perhaps	No Opinion
Recordings of Practice				
Interviews	25 (39%)	26 (40%)	2 (3%)	12 (18%)
Group Sessions	23 (36%)	29 (45%)	2 (3%)	11 (16%)
Board, Council, and similar meetings	18 (27%)	24 (38%)	5 (8%)	18 (27%)
Observation of adults or children with specific problems	17 (26%)	19 (29%)	2 (3%)	27 (42%)
of adults or children in specific settings	16 (25%)	18 (27%)	2 (3%)	29 (45%)

All of the above figures are based upon an N of 65, which includes those ten institutions that expressed no interest in the exchange of materials. Retabulation of the figures in terms of the fifty-five "willing" institutions would result in positive shifts in the percentages of those interested.

The extent to which schools of social work indicate both the ability and the desire to utilize television materials and the apparent willingness to share such materials seem most encouraging.

To the potential "consumers" of televised materials already revealed by the present survey must be added the yet unexplored uses which may be made of such materials in undergraduate education and agency or other-based staff development and in-service training. Informal discussions with representative faculty or leaders of such programs seem to show that such use may be considerable.

APPENDIX II

(From the *Social Work Education Reporter,* September, 1966.)

Social Work Television Assessment Meeting Held

On June 27 and 28, a two-day meeting on the use of television in social work education was held in Bloomington, Indiana. It was sponsored by the National Center for School and College Television in cooperation with the Council on Social Work Education. The meeting was a result of the continuing dialogue between the Council and the National Center and their mutual

concern with the growing need for television materials of the highest quality in social work education. The National Center is a joint project of the U.S. Office of Education and the Indiana University Foundation.

The meeting brought together seven experts from the field of social work and members of the staff of the National Center and CSWE to assess the adequacy of current television efforts in social work education and to offer professional insights to help chart the course for future developments. Participants in the meeting were: Dr. Barbara Costigan, University of California at Los Angeles; Dr. Ursula Gerty, Fordham University, New York; Miss Margaret E. Hoffman, Children's Bureau, HEW; Miss Marguerite V. Pohek, CSWE Consultant on Teaching Methodology and Materials; Professor Mary Louise Somers, University of Chicago; Mrs. Martha Waldstein, representing the National Institute of Mental Health; and Professor Kathryn Weitzel, Western Reserve University, Cleveland, Ohio. The National Center was represented by Edwin G. Cohen, Executive Director; Frank W. Norwood, Program Associate for Higher Education; and other members of the staff.

The meeting screened examples drawn from more than eighty television recordings gathered for the meeting by CSWE and the National Center staff from schools of social work, community welfare agencies, medical and paramedical centers, teacher training institutions, television stations, and other production centers.

In preparation for the meeting, the Council had also conducted a survey of all the accredited schools of social work in North America to determine the degree of interest that already exists in the use of instructional television in social work education. Analysis of the data collected is almost complete, and a detailed report of the findings will appear in the next issue of the SOCIAL WORK EDUCATION REPORTER. A majority of the schools report that television facilities are already available, or soon will be, on their campuses. There is evidence of increasing interest in the use of television in social work education, and encouragement for the belief that the inter-institutional exchange of materials of outstanding quality would meet with wide approval.

In discussions that followed the day-and-a-half devoted to viewing television recordings, participants from the field of social work were unanimous in their judgment that there is much material extant that could be of value in social work curricula, were it more widely known and more easily available. Further, there was consensus in the identification of needs yet to be met: for wider availability of extant materials; for aid and counsel to social work institutions that plan to use television in the future; and for the application of television materials, on a broad scale, to help in meeting the most pressing problems of social work education. Planning for continued cooperation between the Council and the National Center for School and College Television is now in progress.

With recorded lessons of the highest quality, the National Center for School and College Television serves preschool, elementary, secondary, college, extension, industrial, and continuing professional education.